

Final Report

to

Ms. Ramona Johnson

for

Teaching Program in Guday Tibetan Community

PROJECT SUMMARY

- **What?**
An English, Tibetan, and Chinese Teaching Program in Guday Community benefited 163 students and 3 teachers.
- **When?**
10 January - 10 February 2010
- **Where?**
Guday Community, Tongren County, Huangnan Tibetan Autonomous Prefecture, Qinghai Province, PR China.
- **Value?**
Donor's Contribution = 5,114.55RMB (750USD)
Local Contribution = 1,600.00RMB (234.94USD)

By



www.friendshipcharity.org

Monday, 10 May 2010

Project Number: FCAPN28

Dear Ms. Johnson,

We are pleased to report on the success of the teaching program you sponsored in Guday Tibetan Community (Tongren County, Huangnan Tibetan Autonomous Prefecture, Qinghai Province, PR China). With your contribution of 5,114.55RMB (750USD), plus a local contribution of (1,600RMB that covered teachers' payment, food, transportation, and books), this teaching program came into action. The 30-day program (January-February 2010) consisted of three classes in English, Tibetan, and Chinese taught by three instructors. 163 students attended classes.

On the first day of the program, 163 students attended the classes. Teachers firstly divided the students according to their grade. Class One was for primary school students, Class Two was for junior middle school students, and Class Three was for senior middle school students. On the second day, another adjustment was made. Some students from primary school had better English than some junior middle school students and they were moved to another class. Each class had about 50 – 54 students and their ages ranged from 9 – 18. Teachers used a student-centered teaching approach as much as possible.

Each teacher received 600RMB as a stipend, 300RMB for food, and 100RMB for transportation. Locals also provided a food subsidy for 30 days.

Sincerely,

Nangchukja

LOCAL VOICES & PHOTOGRAPHS



Wangmo (left), a student of the local County Middle School, said, "This is the first holiday time for me to study without doing family chores. Some of my classmates are attending programs like this in the local town. However, with the tuition and accommodation [fees], my family cannot afford it as our family income depends on my mother. This program is cost-effective and the lessons are quite interesting and challenging. Finally, our community is very quiet since it is far from the local town, which provides a great environment to study."



Mr. Danzen, a local villager, said, “I heard that an association helped us hold this teaching program. This program kept my nephew busy with homework since the beginning. Last year at this time I took him to the local town to study English and Tibetan. It cost 200RMB for 20 days, plus an additional 80RMB to rent a room. When I visited him at the end of that program, I had found that, surprisingly, he didn't attend the program, but was fooling around in the town. This time is totally different because the program was held in our community and we could supervise his attendance. Furthermore, we didn't have to pay the tuition and rent. I hope this program continues in coming years.”



Dkon mchog bstan 'dzin (left), a local lama said, “This is great. With Ms. Ramona Johnson’s generous support, we were able to hold this teaching program. Many of our locals have wished to have such a teaching program in the village to put students’ holiday time to good use. We could never do this by ourselves due to lack of money.”

Information from Teachers

1.1

Name	Classes	Students	Hours/ Week	Subject	Book
Jigmed Sherab	3	100 boys / 63 girls	30	Tibetan	<i>Sum bcu ba</i> and <i>Rtags 'jugs</i>
What aspects of teaching should be improved? <i>Our teaching approaches are still traditional, e.g., teachers teach and students are not willing to ask questions. Therefore, it can be improved by practicing a more student-centered approach.</i>					

1.2

Name	Classes	Students	Hours/ Week	Subject	Book
Sangjie Dondru	3	100 boys / 63 girls	30	Chinese	中级汉语教程 <i>Junior Chinese Textbook Vol 1</i>
Describe the teaching methodology you used during class? <i>I started class with dictation; did exercises every day; compositions once a week; made sentences using the new words; only spoke Chinese in class; and selected good writings from another book and had students recite them.</i>					
How do you compare the textbook you used to the students' regular textbooks? <i>The textbook we used was much easier and interesting than their regular textbooks. There is pinyin, which helps Chinese learners pronounce words correctly, with the characters. Furthermore, the exercises in our textbook included multiple choice, dialogues, making sentences, composition, etc. There were also synonyms, homonyms, antonyms, and explanations of common words.</i>					

1.3

Name	Classes	Students	Hours/ Week	Subject	Book
Namkha Cairang	3	100 boys / 63 girls	26	English	<i>ABC, New Concept English, English for Tibetan Speakers.</i>
What aspects of teaching should be improved? <i>The junior middle school students among the 163 students have learned English for 2-3 years and cannot think of things directly in English. When they heard information, they often translated sentence by sentence into Tibetan and Chinese instead of English, which is slow. At the same time, there are big differences between English, Tibetan, and Chinese in sentence structure and word order. Students rely on Tibetan to understand the English translation, which is not only slow but also hard to understand. Therefore, their English listening and speaking should be improved.</i>					

Project Photographs



Guday Community



Students in the Guday community teaching program.





The local cook brings tea to students.





A teacher teaches Chinese.





Classroom.

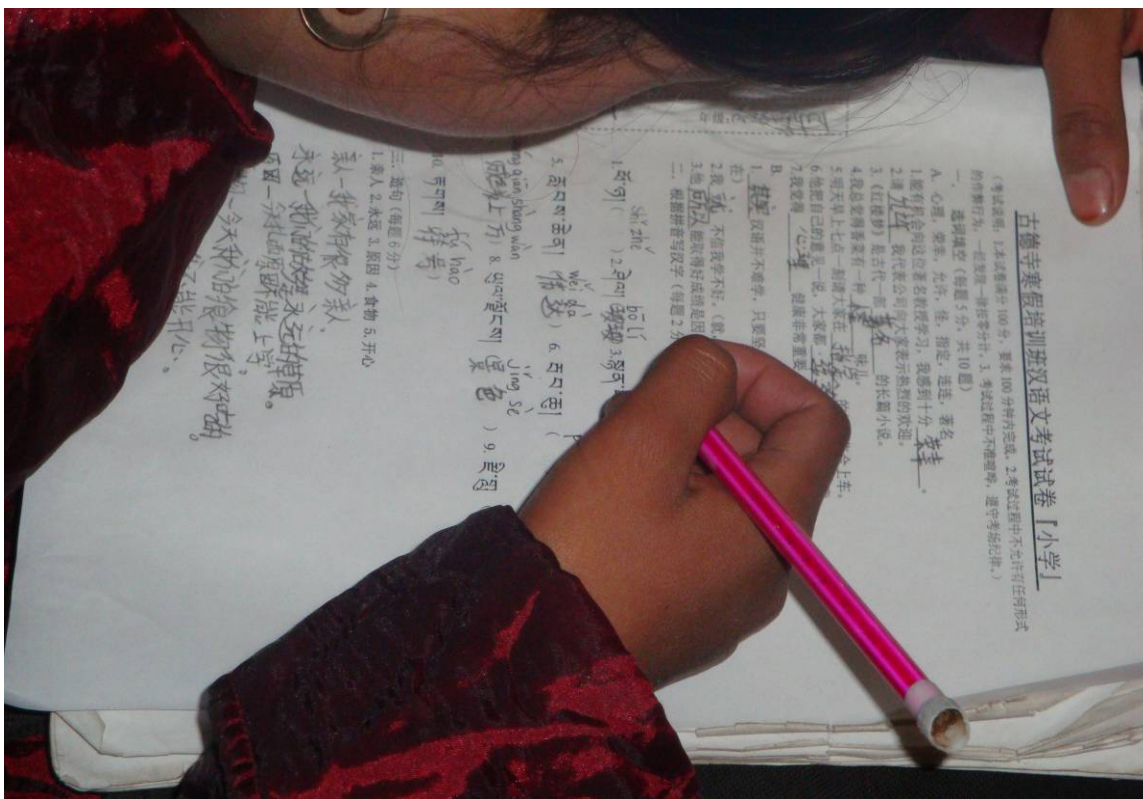


Local lamas talk to students.



Students in class.





A student does exercises.

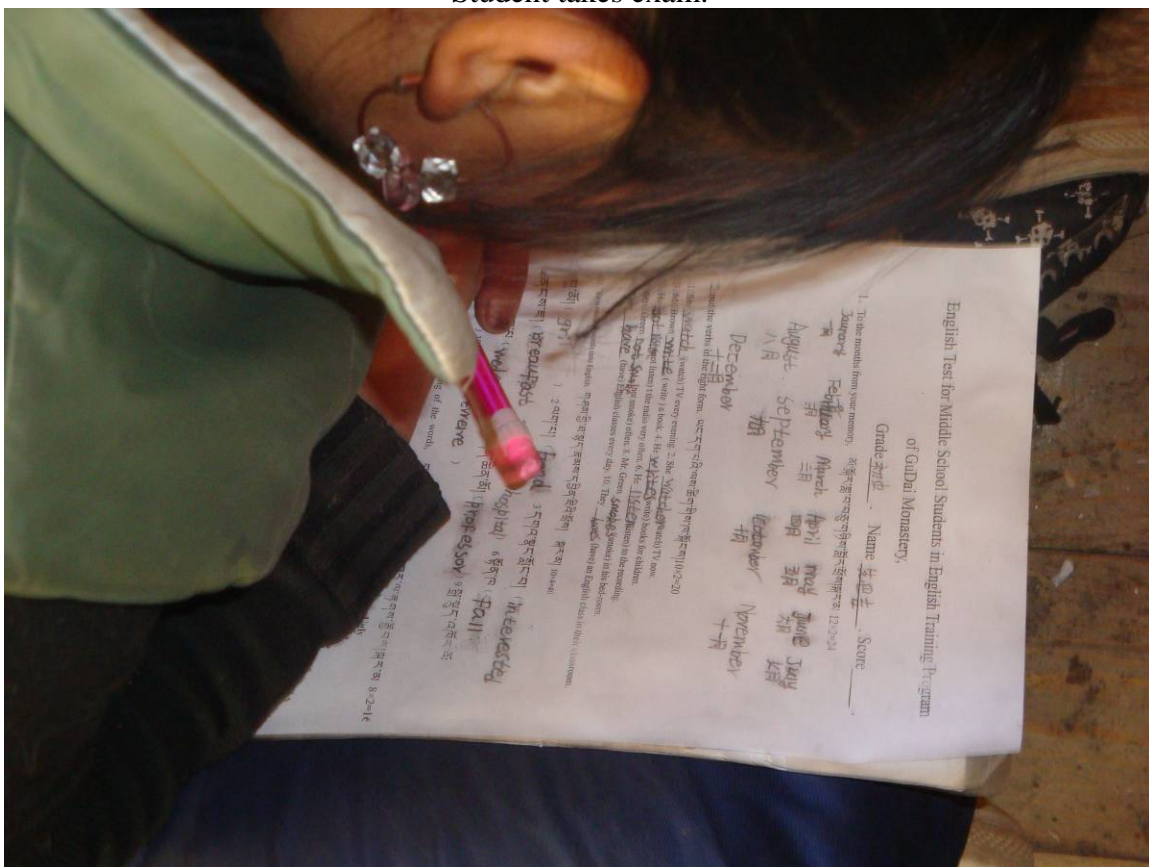


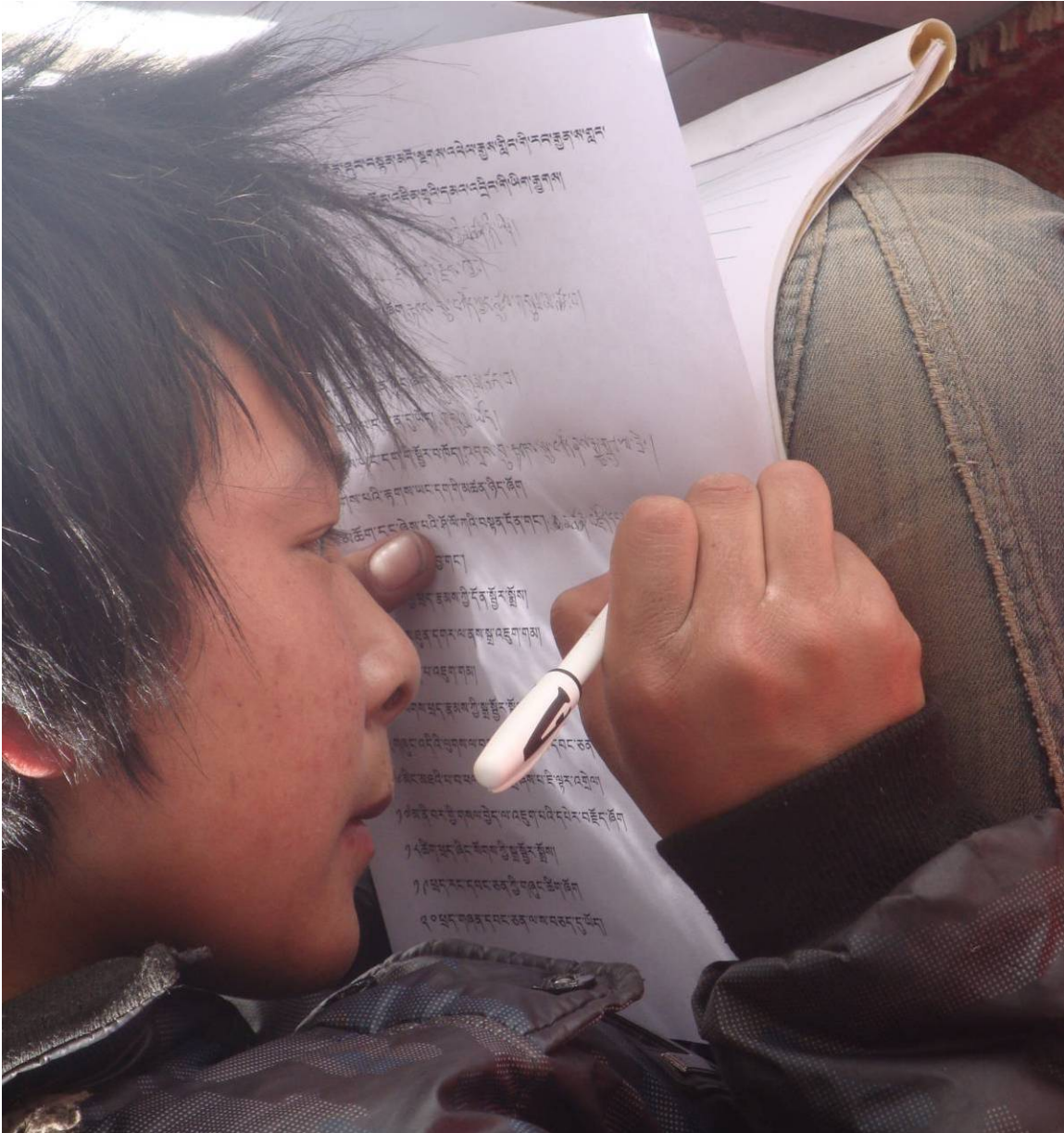


Cooking for the teachers.



Student takes exam.



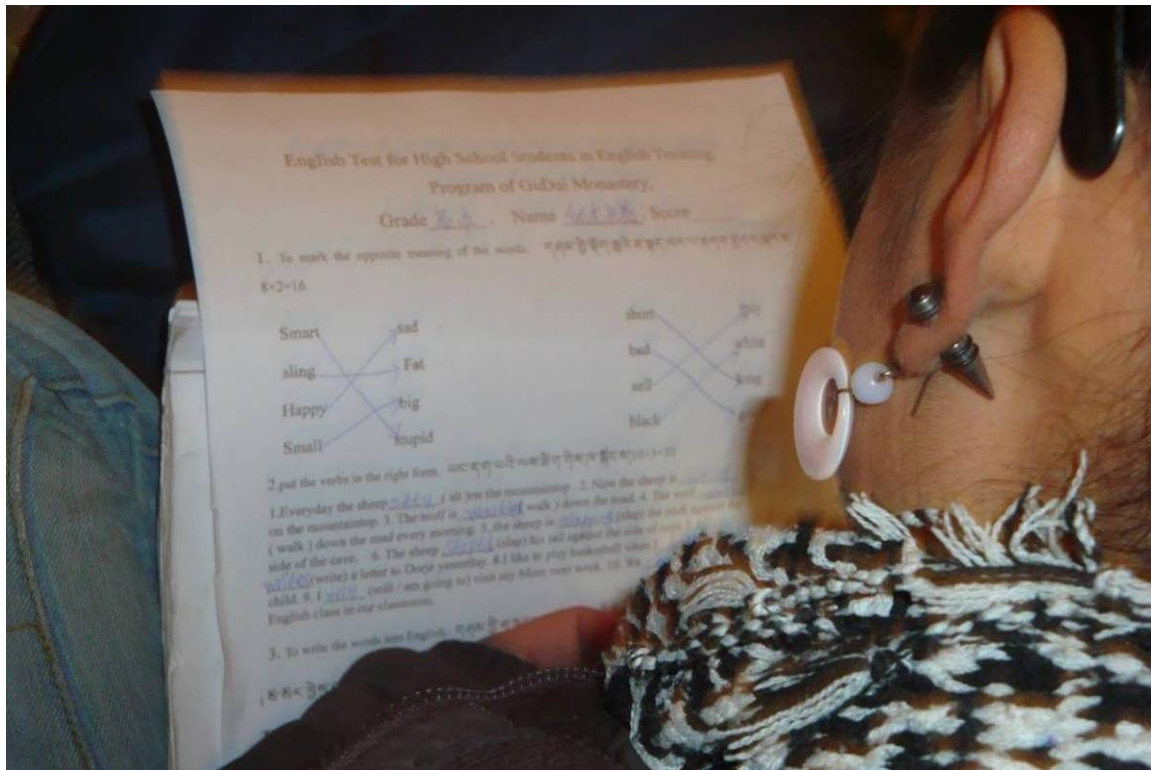


Taking exam.



Students take a final exam in the porch of classroom while a teacher observes.





Exam.





A teacher checks an examination sheet.



Teachers prepare student awards.



An awarded student.



Awarded students.



Students dance at the end of the teaching program.



‘Thub bstan mdo bsnags ‘phel rgyas slob glying’ or Guday Community Primary School.

Thanks Letter
translation

Dear Donor,

Guday Community School has successfully completed the first Tibetan-Chinese-English Training Program with assistance from Ms. Ramona Johnson. 163 local Tibetan students participated in this program. During the one-month training, students made huge progress in their studies and developed an interest in study. Furthermore, locals have been very supportive of such programs by giving positive reactions, e.g., sending their children to the program. Locals' parents wish to have such teaching program for several years to further improve their children's education.

From: Guday Community Primary School.

3 February 2010

Original Thanks Letter

གཞན་པར་གྱི་སྒྲིག་བསམ་མཁའ་ལས་ཡངས་ཤིང་མི་རིགས་ཀྱི་བརྩེ་བ་

སྤྱིང་ལ་དམ་པའི་མཛའ་མཐུན་དགེ་ཆ་ཚོགས་པའི་

འགོ་ཁྲིད་ནཱ་པ་ལགས།

ད་ལོའི་ཐུབ་བསྟན་མདོ་སྤྲེལ་ལྷན་སྐྱོང་གིས་བསྟན་པའི་སྐབས་དང་པོའི་
ཁོད་རྒྱ་དཔྱིན་གསུམ་གྱི་གསལ་སྦྱོར་འཁོར་གྱུར་བྱིད་དགེ་ཆ་ཚོགས་པས་རོགས་སྦྱོར་མ་དངུལ་
གནང་བ་ལ་བརྟེན་ནས་གོ་འཕྲིད་ལྷན་གྱི་སྐྱོབ་མ་བརྒྱ་དང་བྱུག་ཅུ་རེ་གསུམ་ལ་ཁོད་རྒྱ་དཔྱིན་
གསུམ་གྱི་དགེ་ཆ་དཔྱད་ཅེ་ལོས་འཛམ་ཞིག་འདྲུག་བསྟན་བྱས་པས་རྒྱ་རོག་ཅིག་སྒྲིག་གི་
འུས་ཡུན་བཅད་སྤྱད་ནས་སྐྱོབ་བྱིད་བྱ་འབྲུལ་གཏིང་ཟབ་དུ་སྤེལ་བས་ཐུབ་འབྲས་མདོན་གསལ་
ལ་དུ་ཐོན་ལ། འདི་གའི་ཡུལ་མི་ནཱ་པ་དང་སྐྱོབ་འདུན་ཅན་གྱི་སྐྱོབ་ཁྲོགས་ཚོས་ཀྱང་སྤྱིང་ཁོང་
ས་རུས་པའི་གཏིང་ནས་བཀའ་བྱིན་དང་ཡི་རེངས་བྱིད་བྱིན་ཡོད། དེས་ན་འདི་ལྟ་བུའི་བྱ་འབྲུལ་
ལ་ལ་མོས་མཐུན་གྱི་ཐུགས་བཞེད་ཡོད་པ་དག་གིས་སྐྱོགས་ཡོངས་ནས་ང་ཚོའི་མདུན་སྦྱོང་གྱི་
རེ་འདུན་ལ་ཁུ་མཐུད་དུ་གཟིགས་སྦྱོར་གནང་བར་ཐུགས་འདུགས་འཆ་ལ།

འདུག་མཐར་བྱིད་ནཱ་པའི་འབྲུང་བཞི་བདེ་ཞིང་བསམ་དོན་རེ་སྤྱོད་ཡར་རོལ་ཟླ་བཞིན་
གོང་ནས་གོང་དུ་འཕེལ་བའི་སྤྱོད་འདུན་ལྟུ་ལྟུ།

ཞེས་ཐུབ་བསྟན་མདོ་སྤྲེལ་ལྷན་སྐྱོང་གི་དགེ་བཟོ་པ་ཡོངས་ནས།
སྤྱི་མོ་ཉིས་ཉིད་དཔྱད་ལོའི་ཁོད་རྒྱ་བསྟན་པའི་ཚོས་ཉི་ཤུ་ཉིན།

Community Background

Guday Community Primary School was built in 2009 and is approximately 12 kilometers from Rma lho (Huangnan) Prefecture seat, and 220 kilometers from Xining, the capital of Qinghai Province. It is 3,000 meters above sea level.

The school has only 1 grade for local students including monks. There are 50 students and 1 teacher. There are 3 classes per day--2 classes in the morning and 1 in the afternoon. Each class lasts 2.5 hours.

The purpose of this school to build is to train all the local students during winter and summer holidays. We provided three subjects, Tibetan, English and Chinese.

The school has no certain funds to finance its efforts and must depend on local villagers. Each family's annual income is about 6,000RMB. Mostly, this money comes from digging caterpillar fungus in May each year. The price of fungus is reduced recently and is not a sustainable activity, given government policy restrictions. Locals earn a bit of cash from selling barley and rapeseed.

Activities / Duration

2010	Activities	Participants
10 January	Divided classes	Students, teachers, headmaster,
11 January	Training begins	Students, teachers and headmaster
30 January	1 day break	Students, teachers and headmaster
31 January - 8 February	Instruction, conducting final exams	Students, teachers and headmaster
10 February	Final exams, prizes, break	Students, teachers, headmaster, Nangchukja

Project Committee Members

Name in Wiley	Name in Tibetan	Position
Dkon mchog bstan 'dzin	དགོན་མཆོག་བསྟན་འཛིན།	Headmaster
Blo bsang sbyin pa	བློ་བཟང་སྤྱིན་པ།	Vice-headmaster
Nam mkha tse ring	ནམ་མཁའ་ཚེ་རིང་།	Teacher
Tshul khriims	ཚུལ་ཁྱིམ་ས།	Financial Manager
Dge 'dun bsam gtan	དགེ་འདུན་བསམ་གཏན།	Accountant
Chos bzang	ཚོས་བཟང་།	Teacher

Financial Accounting

1.1 Donor's Contribution:

Receipt No.	Item	Detail	Total RMB
01 + 02	Stipend	600RMB per teacher in 30 days; 300RMB each teacher for food stipend with the local contribution for 30 days; and 100RMB for their transportation fee.	3,000.00
03	Book Fee	163 students x 12.26RMB per student/book	2,000.00
04	Administrative fee	Telephone, photocopies, and transportation	114.55
Total			5,114.55

1.2 Local Contribution:

Item	Detail	Total RMB
Food	1,500RMB for 30 days.	1,500.00
Misc.	E.g., beverages for teacher.	100.00
Total Local Contribution		1,600.00
Total Project Expenses		6,714.55

Project Number: FCAPN28

Receipt No. 03

收 据		6028275
2010年 1月 10日		
交款单位	友谊慈善会	收款方式
人民币 (大写)	贰千圆整	¥
收款事由	复印教材	
单位盖章	财会主管	记 出 审 经
	帐 纳 核 办	2010年 1月 10日

①存根(白)②收据(红)

Receipt No. 04

Receipt

This is to certify that I, Nangchukja / Robert, the project manager have spent 114.55RMB for photocopy, telephone fee, and bus tickets for this teaching project.

Date: March 23, 2010

Signature: 